

Arizona Reading Standard Performance Level Descriptors

Grade 8

The performance descriptors are based upon the utilization of grade-level appropriate reading materials.

Exceeds the Standard – Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate strong analytical and inferential skills in comprehending more challenging and complex text. They are able to analyze author’s word choice to identify mood and tone, examine plot development, and evaluate implied ideas of various texts. Students can identify, interpret, and describe the intended purpose and effect involving an author’s use of persuasive strategies.

Meets the Standard – Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to comprehend and respond to text both literally and inferentially. They will be able to analyze author’s word choice to describe characters, differentiate fact from opinion, and draw logical conclusions and inferences.

Approaches the Standard – Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show a basic understanding of determining the author’s purpose, identifying the stated main idea, and extracting literal information from texts. They can follow directions and carry out procedures in functional texts. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

Falls Far Below the Standard – Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state’s reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

| Students at the “Exceeds the Standard” level generally know the skills required at the “Meets” and “Approaches” levels and are able to: | Students at the “Meets the Standard” level generally know the skills required at the “Approaches” level and are able to: | Students at the “Approaches the Standard” level generally know and are able to: |
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| <ul style="list-style-type: none"> • Identify and analyze figurative language. • Determine the meaning of words with Latin, Greek, and Anglo-Saxon roots. • Analyze author’s word choice to identify mood and tone in literary texts. • Analyze the plot development of literary texts. • Analyze implied ideas to comprehend complex informational text. • Identify, interpret, and describe the intended purpose and effect involving an author’s use of persuasive strategies. | <ul style="list-style-type: none"> • Determine the meaning of unknown words using grade-level affixes and roots. • Use reading strategies to comprehend texts. • Analyze author’s word choice to describe characters in literary texts. • Identify point of view in literary texts. • Describe historical and cultural elements in literary texts. • Restate or summarize the implied main idea of informational text. • Analyze texts to draw logical conclusions and inferences. • Differentiate fact from opinion in informational text. • Use organizational features to locate specific information in informational text. | <ul style="list-style-type: none"> • Extract literal information from texts. • Describe and analyze characters in literary texts. • Identify and analyze structural elements of literary texts. • Determine the author’s purpose for writing informational texts. • Identify stated main idea in informational texts. • Identify, interpret, and evaluate supporting details in informational texts. • Follow directions and carry out procedures in functional texts. • Determine extraneous or nonessential information in functional texts. |

These descriptors do not include all the skills and knowledge as contained in the Reading Standard.